

Name

3

3

Appletons'
Standard System of
Penmanship.

School.

DESIGNED TO PRODUCE

FREE, PRACTICAL WRITING IN THE SCHOOL-ROOM.

PREPARED BY

LYMAN D. SMITH.

LEAD-PENCIL COURSE.—THREE NUMBERS.

D. Appleton & Co.

BOSTON. NEW YORK. CHICAGO.

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GEORGE has an easy position, but does not lean against his desk or stoop over it. His feet rest on the floor, and do not stray back of his seat or into the aisle. He rests his right arm on the muscles below his elbow. Gracie seems to be in earnest, as well as George, about writing. She does not twist her hand round, or turn her hand over to the right, or let her wrist touch the desk. Her right hand rests on the nails of the third and fourth fingers.

HOLD YOUR PENCIL as gently as though you were afraid of crushing it. See that your pencil crosses your forefinger front of the upper joint, and your middle finger at the nail. See that the end of your thumb comes opposite the lower joint of your forefinger, and a little under the pencil, to press it up in place. Place your forefinger

over your pencil. Bend your third and fourth fingers under, so that your hand can slide on the edges of the nails. Hold your wrist up so that there will be a tiny arch under it. Keep the upper end of your pencil pointing toward your right shoulder. Take great care to slide your hand lightly, and to write lightly.

NOTE TO TEACHER.—No. 1 of this series contains half-page lessons; Nos. 2 and 3 contain whole-page lessons. Let each line be written half-way or clear across the page, according to the lesson. The author advises that pupils begin to write in the natural way, across the page, and not column after column down the page. Both copies and ruling are designed to guide the pupil's hand across the page.

A Ants Ants make little hills. /

A	Ked	Ked spins a nice top.	10
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M	May	May is my name.	11
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4
T Tiny Tiny drops of dew. 12

T Tiny Tiny drops of dew. 12

T Tiny Tiny drops of dew. 12

T Tiny Tiny drops of dew. 12

T Tiny Tiny drops of dew. 12

F Flora Flora has two dolls. 22

P	Puss	Pussy purred to me.	33
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P	Puss	Pussy purred to me.	33
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P	Puss	Pussy purred to me.	33
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P	Puss	Pussy purred to me.	33
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P Busy Busy bees Bees buzz. 44

R	Run	Run. Rover! run fast!	55

R	Run	Run. Rover! run fast!	55

R	Run	Run. Rover! run fast!	55

R	Run	Run. Rover! run fast!	55

L Little Little hands can do. 66

I	Sing	Sing a sweet song.	77
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I	Sing	Sing a sweet song.	77
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I	Sing	Sing a sweet song.	77
---	------	--------------------	----

I	Sing	Sing a sweet song.	77
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G	Gold	Golden	dawn	of	day.	88
---	------	--------	------	----	------	----

H	How	How old is Harry?	99
---	-----	-------------------	----

H	How	How old is Harry?	99
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H	How	How old is Harry?	99
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K Kuttie Kuttie see the kite! 100

I I see I see a robins nest! $\frac{1}{2}$

I Josie Josie jumps a rope. 1/4

O	Over	Over the wild waves.	1 1/2
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D	Deep	Deep	deep	blue sea.	1 ² / ₂
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D	Deep	Deep	deep	blue sea.	1 ² / ₂
---	------	------	------	-----------	-------------------------------

D	Deep	Deep	deep	blue sea.	1 ² / ₂
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8° Elmer Elmer lost his marbles. 2½

C	Can	Can we go to-day?	3 1/3

C	Can	Can we go to-day?	3 1/3

C	Can	Can we go to-day?	3 1/3

Write Write me a long letter 5¢

Q	Quit	Quit play be quiet	\$5.
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Q	Quit	Quit play be quiet	\$5.
---	------	--------------------	------

Z Julie Julie can you write? @

U	Vesta	Vesta tries.	Use care.	V
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Yr Yours Yours very truly. Val. H.

DEAR PUPILS:

I hope you are all in a fair way now to become good writers. Let us see about it. Do you keep a good position? How do you hold your pen or pencil? How do you move your hand and arm? If you are not very careful, you will forget all about these little things when you are writing, and run right off the track. Keep on the right track, and you will easily learn to guide your pen and make good letters.

There are only twenty-six capitals, and twenty-six small letters. Many of these are so nearly alike that, when you learn to write one letter, it helps you to write several others. You must have found this out by writing in these books; for all the letters that look so nearly alike follow each other in order as you go on from lesson to lesson. Now, when you can write capital A, you can easily learn to write capital N and M; and, when you can write capital T, it is easy for you to write capital F.

When you write, strike out with your pen, and try to make the whole letter, just as you would try to pronounce a whole word. You must not let your pen stammer over a letter, any more than you would let your tongue stammer over a word. Make a light, smooth line, and try to make a well-formed letter. If your pen misses it, try again and again, many times over, to write the whole letter, just as you would keep on trying to speak a hard word.

The best of writers could once write no better than you can now, but they kept on trying, and, every letter they wrote, they would try to make it a little better than they ever did before; and so they kept on writing a little better every time, and after a while all their *little betters* made best writers of them. Now, if, every time you write, each one of you will only try to write a little better than you ever did before, by-and-by all your *little betters* will make you all good writers.

THE AUTHOR.

CLASS-DRILL.

THE children are all in order. At a signal, two monitors rise quietly, and take the books and pencils to distribute. The first monitor goes to the extreme row of desks on the right side of the room, and places a pile of books on each desk. The second monitor deposits bunches of pencils, secured by rubber bands, on the same desks. At a second signal the children pass books. Each pupil at the extreme right of the room passes all but the under book of the pile to the next desk on his right, where the next pupil does the same; and the books are passed across the room in this way, and distributed quietly and quickly. At a third signal the children pass pencils. Each pupil at the extreme right of the room draws out a pencil, and passes the bunch to the pupil on his right, who does the same, and passes the bunch along. If any pupil is absent, the one who passes to his desk moves into the vacant seat, passes the books or pencils, and returns to his place. A minute or two answers for all this, if the class are under good drill. The books remain unopened, the pencils untouched; the class are ready, and waiting. "One!" A simultaneous moving in the class of every right side to the desk. Each pupil adjusts his book parallel to the left edge of his desk, and then waits for the next signal. "Two!" The pupils find copy by lifting the upper corner of the leaves. "Three!" They open books. Next follows a brief talk about the lesson, and blackboard illustration. After this, the pupils take their pencils and trace or write the lesson, while the teacher goes among them, encouraging, directing, and correcting until the time is up. Now the signal is given for closing. "One!" The pupils lay down their pencils. "Two!" They close their books. "Three!" They take front position. At the order, "Pass books!" each pupil at the extreme left of the room passes his book to his left-hand neighbor, who places it upon his own, and the books are thus passed along to the right-hand row of desks. The pencils are passed in the same way. The monitors now collect the books and pencils, placing the piles of books one across the other, so that they can be easily distributed.

A B C D E F G H I J K L M

A B C D E F G H I J K L M

i i

u u

w w

n n

m m

x x

v v

o o

a a

c c

e e

r r

s s

DESIGN OF THE LEAD-PENCIL COURSE.

THE author's aim in this little series is to reach down into the lowest primary grades, and help the little folks who are just beginning to write. Any child who can use a slate and slate-pencil can use one of these books and a lead-pencil. Too much slate-writing leads to a rigid method of holding the pencil, and to cramped and unnatural movement—habits difficult to overcome when the child begins to write with the pen. Lead-pencil writing is the proper introduction to pen-and-ink writing.

A paper specially adapted to the lead-pencil is used in these books. All practice on fragments of letters is left out. Word-building is begun in the first lessons, and the letters are at once made to mean something to the pupil. Little words, with easy phrases and sentences, all taken from a child's vocabulary, make up the copies. The pages are bright with happy thoughts that draw the little folks' interest to every line. Every lesson is in part a language-lesson.

The Lead-Pencil Course is complete in itself, and will initiate children very early into writing. Let them start with the First Writing-Book as soon as they begin the First Reader. Let the little folks have daily lessons in writing as in reading, and they will be the gainers in both. Give children as fair a chance to learn to write as you give them to learn to read, and you will make them fluent writers as well as fluent readers.

N O P Q R S T U V W X Y Z

N O P Q R S T U V W X Y Z

t t

d d

p p

q q

l l

b b

h h

k k

f f

j j

g g

y y

z z